

**Report of the
Accreditation Visiting Team**

**Kanab High School
59 East Cowboy Drive
Kanab, Utah 84741**

January 18-19, 2005



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Kanab High School
59 East Cowboy Drive
Kanab, Utah 84741**

January 18-19, 2005

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, January 18-19, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Kanab High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Douglas Jacobs is also commended.

The staff and administration are congratulated for their desire for excellence at Kanab High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Kanab High School.

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State Superintendent
of Public Instruction

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KANAB HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Douglas D. Jacobs..... Principal
Gary Glover Assistant Principal

Counseling

Trevor Stewart Counselor

Support Staff

Secretary: Arlene Judd	French: Lillian Gurr
Secretary: Karen Robinson	EDNET: Chris Neff
Librarian/Reading: Rosemary Chatterley	Custodian: Charlie Winter
Strings: Donna Casebolt	Custodian: Dan Merrell

Faculty

Julie Brown.....	Resource
Earlene Drake.....	Word Processing, Accounting
Jeffrey Fleshman.....	Comm. Tech., Manufacturing Tech
Mason Fox	Geography, World Civilizations, Special Ed.
Gary Glover	U. S. History, Civics
Klint Glover	Algebra, Geometry
Karen Kelly.....	English, Librarian
Dave Nemrow	Commercial Art, Graphics
Bucky Orton.....	Fitness Health
Tamra Painter.....	English, Journalism
Dean Pepper	Science, Chemistry, Physics
Kim Quarnberg	FACS, Driver's Ed., Dance
Rod Quarnberg.....	Algebra I, II, Pre-Calculus, Athletic Director
Holly Robison	English, Spanish
Merilee Terry	Choir, Band X-Press
Travis Terry	Biology, Horticulture, CyberCorp

KANAB HIGH SCHOOL

MISSION STATEMENT

We are committed to excellence in a positive climate where everyone achieves success.

We believe we can be literate and competent.

We practice the democratic principles of responsible citizenship.

We support participation and accountability in all academic and extra-curricular activities.

BELIEFS

Lifelong Thinking

Complex Thinking

Effective Communication

Collaboration

Responsible Citizenship

Employability

Competency

MEMBERS OF THE VISITING TEAM

John Goldhardt, Ed.D., Principal, Snow Canyon Middle School, Washington
County School District, Visiting Team Chairperson

Al Church, Ed.D., CEO/Principal, Academy for Math, Engineering, and Science,
Public Charter School

John “Willie” Penrod, Principal, Payson High School, Nebo School District

VISITING TEAM REPORT

KANAB HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Kanab High School has 258 students in grades 9-12, and is located in Kanab, in Kane County School District. The city of Kanab is located in the southwestern part of the state near the Arizona border. The city has a population of 4,000 and the economy is driven by tourism. While farming and ranching have been mainstays in the past, the creation of the Grand Staircase Escalante National Monument has forced the community to reinvent itself. The city also draws tourists traveling to Lake Powell and the north rim of Grand Canyon National Park.

The current high school building was built in 1984 and is a gathering place for the community. The school prides itself on its strong academic and athletic traditions. Current students have won many region and state championships. The school has been accredited by NASC since 1964 and met the Adequate Yearly Progress (AYP) standards in 2004 for the federal No Child Left Behind (NCLB) Act of 2001.

Many students who attend Kanab High School have the opportunity to intern with local professionals and businesses, including the nationally renowned Best Friends Animal Sanctuary, through the work-based learning program. The school has received support from local businesses and community members. The enrollment of KHS has declined steadily during the last few years due to drastic changes in the economy resulting from the closure of local timber and mining industries. Conditions of drought have also had a negative impact on ranching.

The staff has spent the last two years analyzing data and collaborating to develop the mission, beliefs, desired results for student learning, and action plan. The current principal has been in place for six years. This has brought stability to the school after a period of 11 principals in 14 years.

a) *What significant findings were revealed by the school's analysis of its profile?*

The most significant and important finding by the school was a paradigm shift in the way the staff uses data. Instead of looking at averages, the school is now looking at individuals to see who is learning and who is not learning. The analysis indicates that with enrollment dropping, there are more students from backgrounds of poverty and more students who are learning-disabled and in need of special education services. Other findings indicated that while the school has had a strong athletic tradition, there is a need to also establish a strong and vibrant academic tradition of excellence.

- b) *What modifications to the school profile should the school consider for the future?*

It is important to disaggregate the data by gender, poverty, ethnicity, ELL status, and special education status so that the school has an accurate picture of who is learning and who is not learning. The school is using COGNOS and will be able to easily access this data. It is also suggested that the content departments develop common assessments and consensus scoring so that they may collaborate of behalf of student achievement.

Suggested Areas for Further Inquiry:

- Investigate data about how writing is being used in all content areas and whether there is consensus in assessing writing (using the Six Traits rubric).
- Gather more perceptual data from teachers and parents (perhaps using NSSE-type surveys).
- Conduct senior exit surveys and focus groups to find out what seniors valued in their learning and what would help students learn more and have a more positive school experience.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The school made a concerted effort to include teachers, parents, students, and community members in the self-study process. The school has a strong Community Council, and parents on the council told the Visiting Team that they have been fully involved with the process. Teachers have worked in whole-faculty meetings and departmental meetings to analyze data and complete the self-study process. Students interviewed had a general understanding of the self-study, but many of them said that they were not fully involved in the process. However, members of the Student Executive Council were involved in the process.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study is honest and accurate. The Visiting Team was in agreement that the report was accurate and that the staff, parents, and students were open and honest about the school's strengths and areas for growth.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Kanab High School's desired results for student learning (DRSLs) are as follows:

1. Lifelong Learning
2. Complex Thinking
3. Effective Communication
4. Collaboration
5. Responsible Citizenship
6. Employability
7. Competency

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

It is evident that the school has involved the faculty, students, community, School Community Council, and others in a collaborative process of defining their purpose and developing a direction for the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's beliefs directly reflect the enthusiasm and commitment demonstrated by the staff and administration in maintaining high standards for student achievement and success. There is a real feeling of team effort and support among the faculty and staff for student success.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The school's mission, belief statements, action plans, and instructional practices align with and support the desired results for student learning. It is evident that time and effort have been spent in developing and aligning the school's

curriculum with the DRSLs. It is also evident that the needs of at-risk and special-needs students have been taken into consideration and acted upon.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Discussions with faculty members, along with classroom observations and reviews of teachers' portfolios, provide strong evidence of collaborative efforts being made to ensure that the curriculum is based on clearly defined standards following the Utah Core Curriculum. It is also very evident that the Utah Life Skills are being included.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The teaching staff works collaboratively within the departments developing curricula that focus on the DRSLs, and similar efforts are being made between departments. Several examples of collaborative support were observed. The history and English classes were working together on research papers. The history class was grading the papers according to content, and the English class was grading the papers according to grammar. A math teacher was having his students write about the math process, demonstrating writing across the curriculum. Teacher portfolios gave evidence of curriculum collaboration and mapping between the middle school teachers and the high school teachers. Teachers are also meeting regularly with their departments and other faculty members.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Through classroom observations and discussions with faculty members, it is evident that teachers are using a variety of teaching methods and strategies to meet the individual learning styles of their students. The teachers are concerned that all students have the opportunity to learn and be involved in classroom activities. Concern was expressed several times by faculty members about meeting the needs of their low-achieving students.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

In the classrooms visited, teachers were making a genuine effort to involve all students in the learning process. Teachers were well aware of students with special needs and student who were low achievers, and were continuously finding ways to involve them. Teachers were using a variety of techniques as they monitored student progress.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

A remedial program is in place to help low achieving students. Teachers are also involved in a wide variety of in-service opportunities, which provide them with new insights and methods for helping students succeed.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school wide assessments based on clearly articulated expectations for student achievement?*

Because of the alignment of the curriculum within departments with the Core Curriculum, assessment practices reflect CRT standards and specific areas for improvement in the teacher and departmental improvement plans. In addition, the staff members are comfortable implementing commercial and informal assessments for placement and student measurement. AR and STAR are used for some reading evaluation, with mixed staff responses.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

Both student and school performance are results-driven. Teacher portfolios that were reviewed showed that assessments are standards-based, and assessment data is not looked at from a norm-referenced perspective (the average), but rather according to whether each student met the standard.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There was no evidence of bias or prejudicial placement based on predetermined judgment of students as subgroups.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The principal has made school improvement a priority in the school. Teachers are expected to keep portfolios with standards and evidence (i.e., student work) that shows what students are learning. The organizational structure of the school also fosters academic learning through the use of faculty meetings that focus on teaching and learning, departmental meetings that focus on standards, and focus groups that focus upon school improvement and goals. The principal is very clear in his communication and expectations for student learning.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The principal knows and understands the valid and reliable research literature concerning school improvement and student learning. Decisions are made based on what will help students learn and master standards. The principal fully involves parents through the Community Council and teachers through established faculty meetings, departmental meetings, and focus groups. Teachers expressed to the Visiting Team that they are comfortable meeting with Dr. Jacobs and appreciate his “open door” policy to discuss issues and concerns.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

All teachers are expected to utilize assessments to find out who is learning and who is not learning. Teachers share their portfolios with the principal so that he can see the data and provide support and guidance to the teaching staff. The principal also uses data from CRTs, norm-referenced assessments, attendance data, and grading data to keep tabs on student learning and to provide guidance and support where needed.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school is managed in a caring, respectful, and honest manner. Resources are used effectively. The school is clean and safe.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Resources are aligned with student learning needs and school goals.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Parents are involved through the Community Council and have full disclosure of school policies and practices. Parents on the council told the Visiting Team that they are encouraged by the principal to ask questions and to share ideas on behalf of student learning. The Community Council first approves all changes in school policy and structure before these changes are presented to district administration or the school board.

Teachers feel a responsibility for student learning. They expressed to the Visiting Team that they have autonomy to make decisions that enhance student learning. They are familiar with expectations and comfortable in collaborating with each other and with the school administration.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

All stakeholders presented evidence of formal and informal collaboration with a focus on student achievement. A sense of a professional learning community exists at the school. This was exemplified in cross-curricular projects, discussion of individual student needs, support/remedial activities, and course alignments and readjustments.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The School Community Council is involved with all major policy decisions at the school. The focus of the Community Council has been on increasing student achievement and making the school experience more positive for *all* of the students. The parent group collaborates once per month and has been instrumental in developing the “no D” grade policy, remediation, and even changes with the drill team.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The enthusiasm and vision of the school's leadership is apparent in the teacher portfolios, use of data for dialogue, common focus on school mission and belief, and allocation of resources (time and funds). Sharing of best practices is a common topic of conversation among the staff, with outcomes driven by student gains. Other conditions that support the culture of continuous improvement include district and regional support networks for enhancing teacher performance.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The staff is continually looking at student data, and there is an expectation that the data will be used to drive curricular and instructional decisions. The use of the teacher portfolio is one condition that meets these criteria. Each teacher in the school is required to have a portfolio that contains his or her course standards, as well as samples of assessments and actual student work. This process has been instrumental in helping teachers to focus on productive change and improvement.

In addition, the school leadership (Dr. Jacobs) has facilitated a culture of continuous improvement. Faculty meetings are no longer just business meetings. They are meetings that focus on student achievement and research-based best practices. Several staff members are involved with quality professional development, and they are happy to share their knowledge and coach others for success.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Kanab High's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The number of assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information. The Visiting Team commends the school for using Trust Land funds to pay for a staff member to receive the library media endorsement.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interest of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned. Two special education teachers do not have special education endorsements but are currently in state-approved programs to obtain full endorsement credentials.

Standard VIII – Administration

This standard is met. The administration of Kanab High provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Kanab High supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan is aligned with data findings and the desired results for student learning. There is a clear plan detailing who is responsible and a timeline for implementation.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team found that there is broad commitment from the Community Council and school staff to the action plans. There is an understanding that this plan will be the basis for all decisions and allocation of resources. The Visiting Team is confident that the school leadership and staff will follow up with the implementation of the action plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The school has provided a coherent follow-up system with a timeline and people responsible for the implementation of the plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Kanab High School for completing the self-study process, for being honest and up-front with its data, and for making a commitment to work on behalf of student success.
- The Visiting Team commends Kanab High School for developing and maintaining positive relationships between teachers and students. It was evident to the Visiting Team that the teachers care about their students (including lower performing students) and that the students respect and care for their teachers.
- The Visiting Team commends the students of Kanab High for being polite, caring, and respectful. The Visiting Team consistently observed students who care about their school and about their part in the learning process.
- The Visiting Team commends Kanab High School for making tough choices in aligning its curriculum and instruction with established standards. The Visiting Team also commends the school for using data as a means to improve instruction and learning. It was evident to the team that data is not used to look at the average, but instead to zero in on individuals and their needs.
- The Visiting Team commends Kanab High School for making a bold decision to eliminate credit for the D grade. A D grade is simply not good enough and does not show competency of standards.
- The Visiting Team commends Kanab High School for its inviting building. The school is clean and invites students to learn and feel safe. The Visiting Team also commends teachers for having inviting classrooms. The team saw rooms that were filled with posters, examples of student work, and stimulating quotes and work. The team also commends the school's support staff (secretaries and custodians) for being inviting with parents and students.
- The Visiting Team commends Kanab High School for utilizing and taking advantage of professional development, and for teacher collaboration. The Visiting Team observed teachers working with each other and sharing information on best practices on behalf of student achievement.
- The Visiting Team commends the principal for initiating the teacher portfolio, and the teachers for making the portfolios meaningful and useful for improving teaching practices and student learning.

Recommendations:

- Focus groups need to fully assess the areas of mission, leadership, curriculum development, instructional design, assessment systems, community building, and continuous improvement using the NSSE rubrics. The Visiting Team understands how the process was completed for the report, but it is vital that this process take place and be made ready for the next visit.
- The school needs to develop beliefs (values) that are different from the desired results for student learning. Beliefs (values) are the attitudes and behaviors the school embraces. They represent commitments the members of a school community make regarding how they will behave on a daily basis in order to become the school they want to be. They are the established and articulated guidelines the school lives by. The question to consider is: “If we operated as we should, what would an observer see us doing?”
- Continue to develop and maintain a strong work-based learning program. Align work-based learning with content and with the changing local economy (such as the tourism industry).
- Continue to align professional development and collaboration on behalf of student learning. The Visiting Team recommends that the school look into professional development that focuses upon performance assessments, common assessments, and consensus scoring, and that assessment data be used to enhance student learning. The Visiting Team further recommends that a professional development plan be designed that is aligned with the school improvement plan.
- The Visiting Team recommends that the school celebrate student academic success through celebrations and recognition (such as the academic pep rally). Perhaps celebrations could include recognition of high GPA, perfect attendance, honorary citizenship, most improved students, scholar athletes, and so forth.